

District Name: Lakeside Union School District

CD Code: 15-63552

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, this Plan Addendum was developed.

The Lakeside Union School District was identified for district Program Improvement Year 1 in September 2011. This addendum to the Local Educational Plan (LEAP) has been developed and written in response to being identified. The district has two schools: Lakeside School (K-8) Not T1, and Suburu School (K-5). Suburu School has been identified for program improvement Year 1. The district was identified for program improvement year 1 due to missing mathematic percent proficiency AYP Targets. Student groups failing to make mathematics AYP targets are: Hispanic, Socioeconomically Disadvantage, and English Learners. The LEA is also identified for Title III Year 2.

Input from a range of stakeholders was collected during the development of this addendum. There were many collaborative meetings that involved parents, teachers, and administrators. Parent input was solicited through School Site Council (SSC) and School Board meetings. The following District and school level self assessments were utilized in the development of this addendum: Academic Program Survey (APS), District Assistance Survey (DAS), English Learner Self Assessment (ELSSA), Inventory of Services and Support (ISS). The District also formed a District Leadership Team (DLT), composed of district administrators and teachers. The DLT and both School Site Councils made recommendations incorporated into this addendum.

The focus of this addendum is to improve the achievement of all of students in the Lakeside USD, but particularly of the aforementioned subgroups that have not made adequate growth as defined by NCLB. Essential Program Components (EPCs) of the APS that were rated Partially or Minimally are addressed in this addendum. It is believed that the goals and objectives contained in this document may well help Lakeside USD meet the goals delineated by NCLB. The district will establish the required steps to support these goals as well as implement a monitoring system to evaluate the level of implementation at each school. A high priority will be give to successful implementation of Explicit Direct Instructional strategies, as well as a key standards based benchmarking system.

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • The following district and school level self assessments were utilized in the development of this addendum: <ul style="list-style-type: none"> ○ Academic Program Survey (APS) ○ District Assistance Survey (DAS) ○ English Learner Self Assessment (ELSSA) ○ Inventory of Services and Support (ISS) • District goals for improving student achievement are based upon results of the above assessments and analysis of verifiable state data, including the Academic Performance Index (API), Adequate Yearly Progress (AYP), the California English Language Development Test (CELDT), and student demographic data. The DLT and SSCs have discussed and analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The DLT and SSCs also obtained and considered the input of the school community. Based upon this analysis, the DLT and SSCs have identified specific 	<p>Superintendent Principals Teachers SSCs Students Parents</p> <p>Principals Categorical Dir. Teachers SSCs</p>	<p>August – November 2011</p> <p>August – November 2011</p>	<p>None other than salaries</p> <p>None other than salaries</p>	<p>Gen. Fund Title I Title III EIA</p> <p>Gen. Fund Title I Title III EIA</p>

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The district will meet the AYP participation criterion by testing at least 95% of all students in all significant subgroups on the California Standards Tests in ELA and Math. The district will strive to increase the percent proficient of all students in all significant subgroups to 78% in ELA and to 78.2% in math for the 2011-2012 school year. The district will utilize a variety of strategies to increase student mastery of content standards utilizing strategies discussed in item #3 below. The district and schools will strive to meet or exceed their API growth targets school wide and in all subsequent years. Update of the LEA Plan to ensure that all Single Plans for Student Achievement (SPSA) are based upon the nine Essential Program Components (EPCs) and in alignment with the LEA goals and objectives. 	<p>Principals Teachers Students/Parents</p> <p>Principals Teachers</p> <p>Principals Teachers</p> <p>Principal Teachers</p> <p>Superintendent Principals District Leadership Committee SSCs</p>	<p>April/May 2012</p> <p>Ongoing Quarterly Benchmarks</p> <p>Ongoing</p> <p>Ongoing</p> <p>Within 90- days of PI identification</p>	<p>None other than salaries and current services</p> <p>Ibid</p> <p>Ibid</p> <p>Ibid</p> <p>Duplication costs</p>	<p>Gen. Fund Title I EIA</p> <p>Gen. Fund Title I EIA</p> <p>Title I EIA</p> <p>Gen. Fund Title I EIA</p> <p>Gen. Fund</p>

<ul style="list-style-type: none"> Both the LEA and School Plans will be amended during the school year to adjust to changing conditions and input from stakeholders. The LEA Plan and addendum will be disseminated so that all stakeholders know the content of the plans, and utilized as a vehicle to strive to increase mastery of content standards. The LEA plan will be distributed to the SSCs, DELAC, ELAC, and available to the public. 	Principals District Leadership Committee SSCs Dir. Categoricals	August 2011 – January 2012 September 2011- January 2012	Duplication costs Duplication costs	Gen. Fund Gen. Fund
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • The District will focus on continued development of a researched based coherent instructional system for all students. Particular attention is on the areas that failed to meet AYP targets, as stated in item #1. 	Superintendent Principals District Leadership Committee SSCs	August 2011 – May 2012	None other than salaries and current services	Gen. Fund Title I Title III EIA
<ul style="list-style-type: none"> • Adhere to the development process of the LEAP <ul style="list-style-type: none"> ○ Measure effectiveness of current improvement strategies ○ Seek input from staff, advisory committees, and community members ○ Develop or revise performance goals ○ Revise improvement strategies and expenditures ○ Local governing board approval ○ Monitor Implementation 	Superintendent Principals Dir. Categoricals	August 2011 – May 2012	Ibid	Ibid
<ul style="list-style-type: none"> • Monitor daily implementation of core subjects standards-based lesson plans. 	Principals	Daily/weekly	Ibid	Ibid
<ul style="list-style-type: none"> • Research based EDI Techniques will be employed in all classrooms. 	Principals Teachers	Daily/weekly	Ibid	Ibid
<ul style="list-style-type: none"> • Monitor ongoing classroom observations; ensuring standards-based lessons and explicit direct instruction (EDI) delivery. 	Principals	Daily/weekly	Ibid	Ibid

<ul style="list-style-type: none"> Continue to implement a district-wide tiered Response to Intervention plan to target students in need of remediation in core subjects. 	Principals Teachers Student Success Team Leaders	August 2011 – May 2012	Ibid	Ibid
<ul style="list-style-type: none"> Response to Intervention ELA/Math Teachers direct services to students. 	Principals Teachers	August 2011 – May 2012	\$175,000	Gen. Fund Title I
<ul style="list-style-type: none"> Low achieving students have ongoing monitoring and assessments to evaluate continued participation in the RTI Program. Assessments are used to evaluate appropriate levels of intervention. Students exit based on grade level fluency and ability to function in regular education setting without RTI support. 	Teachers	Weekly	None other than current salaries and services	Ibid
<ul style="list-style-type: none"> Utilize student hand held responders; teacher will immediately be aware of which students require re-teaching. 	Teachers	Daily	\$50 per responder	Gen. Fund
<ul style="list-style-type: none"> Cultivate a systematic interactive learning environment in which students are engaged in higher level thinking. 	Dir. Categoricals Principals Teachers	August 2011 – May 2012	None other than current salaries and services	Gen. Fund Title I Title III EIA
<ul style="list-style-type: none"> Each school will continue to implement district-wide key standards based benchmarking system complete with three benchmark quarterly tests to assess mastery of key standards in ELA and Math. 	Principals Teachers	Quarterly	Ibid	Ibid

<ul style="list-style-type: none"> • Edusoft will be utilized to analyze the results of the benchmarking system. Results of the district benchmarks to be discussed with staff after each administration period utilizing the district's data program. Individual students will be targeted for support. 	Principals Teachers	Quarterly	\$10,000 Annual license fee	Gen. Fund
<ul style="list-style-type: none"> • Continue with Data Team and Grade Level meetings to provide time to analyze local and state data, and adjust and target instruction to drive student achievement and mastery of standards. 	Principals Teachers	Bi-weekly	None other than current salaries and services	Gen. Fund Title I Title III EIA
<ul style="list-style-type: none"> • Standards Based instruction implemented district wide based on CA Standards Blueprints, key standards. 	Principals Teachers	Ongoing	Ibid	Ibid
<ul style="list-style-type: none"> • Use of adopted core materials with fidelity district wide. The District issues pacing guides in all content areas. Monitor adherence and fidelity to the pacing guides and state adopted text books. 	Principals Teachers	Ongoing	Ibid	Ibid
<ul style="list-style-type: none"> • The district will work in conjunction with the Kern County Superintendent of Schools (KCSOS) for technical support of programs. 	Principals Dir. Categoricals	Ongoing	Ibid	Ibid

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • A system targeting the key standards. The system will include a benchmarking system to determine/target standards that have not been mastered. The benchmarks will be administered three times during the school year. Teachers will generate an Edusoft report showing their students performance/mastery of each key standard tested on each benchmark. • Review EPCs that rated partially or minimally of the APS. Concentrate on those areas for corrective action. Particular attention will focus on all student groups that failed to make AYP. • Explicit Direct Instruction will serve to increase student achievement by increasing the effectiveness of instructional delivery. Provide follow up with in classroom model lesson training. • Continue teacher collaboration time provided by the district will allow time to collect and review data, conduct data analysis, and provide time to evaluate best practices. 	<p>Superintendent Principals Teachers OnPoint</p> <p>Principal Teachers</p> <p>Principal Teachers KCSOS</p> <p>Principals Teachers</p>	<p>August 2011 – May 2012</p> <p>Sept. - Nov. 2011</p> <p>Sept./Oct. 2011</p> <p>August 2011 – May 2012</p>	<p>\$3,000</p> <p>None other than current salaries and services</p> <p>\$1,000</p> <p>None other than current salaries and services</p>	<p>Gen. Fund Title I Title II</p> <p>Gen. Fund</p> <p>Title 10% set aside, Title II</p> <p>Gen. Fund</p>

<ul style="list-style-type: none"> Continue with RTI implementation district wide to target students in need of remediation in Language Arts and math. Ongoing evaluations determine duration of student placement. 	Principals Teachers	August 2011 – May 2012	Ibid	Gen. Fund
<ul style="list-style-type: none"> Utilize student hand held responders. Teacher will immediately be aware of which students require re-teaching. 	Teachers	August 2011 – May 2012	Ibid	Gen. Fund
<ul style="list-style-type: none"> Create a systematic interactive learning environment in which students are engaged in higher level thinking. 	Principals Teachers OnPoint	August 2011 – May 2012	Ibid	Gen. Fund
<ul style="list-style-type: none"> See item #3 for detailed student improvement strategies. 				

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide professional development for teachers not already trained in Explicit Direct Instruction (EDI). Ensure EDI is utilized by teachers that are already trained. Provide additional EDI training when available. • <u>OnPoint Innovative Learning Environments</u> to provide ongoing professional development (PD) training to all teachers. • Board approved, two staff development/minimum days have been scheduled. These days focused on improving and targeting instruction, and motivating students. Future days will be negotiated. • The district will pursue technical and instructional materials training via the Kern County Superintendent of schools for language arts for lead teachers. Lead teachers to return to sites and disseminate information to staff. 	<p>Principals</p> <p>Dir. Categorical Principals</p> <p>Superintendent Principals Dir. of Categoricals</p> <p>Dir. Categoricals</p>	<p>Sept. – Nov. 2011</p> <p>July 2011 – May 2012</p> <p>July 2011 – May 2012</p> <p>Ibid</p>	<p>\$1,000</p> <p>\$28,350</p> <p>None other than current salaries and services</p> <p>Ibid</p>	<p>Title II</p> <p>Gen. Fund Title I 10% set aside Title II</p> <p>Gen. Fund</p> <p>Ibid</p>

6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- If Title I only: ~~Complete 6b~~
- If Title III Year 1: ~~Complete 6b~~
- Title III Year 2: Title III Year 2 Plan in CAIS**
- If Title III Year 4 or 4+: ~~Title III Year 4 Plan in CAIS~~

b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Title III Year 2 Plan in CAIS.				

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • After School tutoring may be offered to provide extra support for students. • Early release days will be scheduled for teachers to collaborate in Grade Level and Data Teams. Professional development early out days to provide time to analyze local and state data and adjust instruction to drive student achievement and mastery of content standards. • Summer School may be offered in 2012. The focus will be remediation in English Language Arts. 	<p>Principals Teachers</p> <p>Principals Teachers</p> <p>Principals Teachers</p>	<p>Sept. 2011 – April 2012</p> <p>3 times per month</p> <p>June – August 2012</p>	<p>\$3,000</p> <p>None other than current salaries</p> <p>\$20,000</p>	<p>Gen. Fund Title I</p> <p>Gen. Fund</p> <p>Gen. Fund Title I</p>

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Review the Parent Involvement Policy with the Board of Trustees. BP/AR 6020 and BP/AR 6171 • Invite input on the LEAP from district committees and SSCs. • School Site Council, English Language Advisory Committee, and Parent Teacher Organizations will be utilized to involve parents in all levels of school planning and organization. • Communicate with parents/guardians via website, email, newsletter, committees. • Provide parents/guardians with copies of LEAP, to the extent possible, in an understandable language • Investigate providing district-level workshops to assist parent/guardians with their children’s student achievement. i.e. Parent Project for all interested parents. • The parents of EL students will be encouraged to participate on the districts DELAC Committee. The sites will make every effort to encourage ELAC parents from school sites to participate in the district’s DELAC. 	Superintendent Principals	Sept. 2011	None other than current salaries	Gen. Fund
	Ibid	Oct. – Dec. 2011	Ibid	
	Principals ELD Coordinator	Sept. 2011 – May 2012	Ibid	
	Superintendent Principals	Sept. 2011 – May 2012	Ibid	
	Dir. Categoricals	Sept. – Dec. 2011	Ibid	
	Dir. Categoricals Principals (ongoing)	Sept. 2011 – April 2012	Ibid	
	Dir. Categoricals Principals Teacher(ongoing)	Sept. 2011 – April 2012	Ibid	

<ul style="list-style-type: none"> EL annual parent surveys will be sent out and analyzed by district staff. Purpose is to solicit strategies for improvement. 	ELD Coordinator	Sept. – Dec. 2011	Duplication costs	
<ul style="list-style-type: none"> DELAC to investigate Latino Family Literacy Program offered in the district. 	ELD Coordinator	Sept. – Dec. 2011	None other than current salaries	
<ul style="list-style-type: none"> DELAC to investigate offering English Classes to the district's EL Parents. Classes will take place at a school, and will be taught by a bilingual teacher. 	ELD Coordinator Principals Teacher	Sept. – Dec. 2011	Ibid	
<ul style="list-style-type: none"> Parents will be encouraged to participate in Open House and Back to School. 	Principals Teachers	Sept. 2011 and May 2012	Ibid	
<ul style="list-style-type: none"> Parent/teacher conferences will be offered K-8th Grades. 	Principals Teachers	Sept. 2011 – May. 2012	Ibid	

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information

Name of LEA: Lakeside Union School District

County District Code: 15-63552

Date of Local Governing Board Approval: December 13, 2011

District Superintendent: Gary Mullen

Address: 14535 Old River Road

City: Bakersfield

Zip Code: 93311

Phone: 661-836-6658

FAX: 661-836-8059

E-mail: gmullen@zeus.kern.org

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

Signature of Superintendent	<u>Gary Mullen</u> Printed Name of Superintendent	<u>12/13/11</u> Date
Signature of Board President	<u>Russell Robertson</u> Printed Name of Board President	<u>12/13/11</u> Date
Signature of Title III English Learner Coordinator/Director	<u>Mike McGrath</u> Printed Name of Title III English Learner Coordinator/Director	<u>12/13/11</u> Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.*